2024

AP® French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 2—Argumentative Essay

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Question 2: Argumentative Essay — 5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

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1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Almost no treatment of topic within the context of the task	• Unsuitable treatment of topic within the context of the task	• Suitable treatment of topic within the context of the task	• Generally effective treatment of topic within the context of the task	• Effective treatment of topic within the context of the task
• Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies	• Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate	• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies	• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies	• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
• Mostly repeats statements from sources or may not refer to any sources	• Summarizes content from one or two sources; may not support an argument	• Summarizes content from at least two sources in support of an argument	• Summarizes, with limited integration, content from all three sources in support of an argument	• Integrates content from all three sources in support of an argument
• Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent	• Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently	• Presents and defends the student's own position on the topic; develops an argument with some coherence	• Presents and defends the student's own position on the topic with clarity; develops an argument with coherence	• Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
• Little or no organization; absence of transitional elements and cohesive devices	• Limited organization; ineffective use of transitional elements or cohesive devices	• Some organization; limited use of transitional elements or cohesive devices	• Organized essay; some effective use of transitional elements or cohesive devices	• Organized essay; effective use of transitional elements or cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the reader	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Very simple sentences or fragments	• Uses strings of simple sentences and phrases	• Uses strings of mostly simple sentences, with a few compound sentences	• Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences	• Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

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Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "*I don't know,"* "*I don't understand*," or equivalent in any language
- Not in the language of the exam

NR: no response, pages are blank

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is "*according to Source 1*" or "*according to the audio file*"; refer to the content and indicate the source in parentheses "(Source 2)"; refer to the content and indicate the source using the author's name "(Smith)"; etc.

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Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

De nos jours, les gens doivent aller des places au tours du monde. Quelques personnes y vont à pieds. Les autres y conduisent. Mais, beaucoup de gens utilisent les transports publiques, comme le bus ou le métro. C'est éfficace et mieux pour la santé environnementale, mais cela peut avoir des couts grands pour les gens. Pour encourager les gens d'utiliser les transports publiques, il faut que ces transports soient gratuits et cela va améliorer la vie quotidienne des gens.

Tout d'abord, beaucoup de gens utilisent le transport public chaque jour. En France, 31% de la population prennent le bus, le métro ou le TER/TGV (source 2). Donc c'est une façon très populaire est l'une que beaucoup de gens utilisent. Mais 31% de gens en France disent aussi que le coût est l'un de leurs critères de choix à propos de le transport (source 2). Parce que beaucoup de gens décident leur

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0009750

Q5399/4

● **Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

transport à cause d'argent, le gouvernement doit rendre les transports publiques gratuits.

Quelques gens disent que le transport public gratuit n'est pas vraiment gratuit. les villes qui ont décidé d'avoir le transport public gratuit (par exemple, Ghent, Belgique) voient qu'il existe des coûts indirects. Pour illustrer, quand le bus est gratuit, plus de gens prennent le bus et il faut avoir plus de buses et de conducteurs. Cela peut créer un coût d'argent dans les villes car quelqu'un doit payer ces coûts (source 3). Mais encourager les gens de prendre le bus, c'est mieux! Quand les gens prennent le bus au lieu de conduire, c'est mieux pour l'environnement. Donc les gouvernements doivent les encourager par rendre les transports public gratuit.

De plus, l'argent publique doit financer

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Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

beaucoup des services publics. Jélon Jean-Louis Sajot-Duvereux, philosophe français, "Il legent publique sert à financer les services de voir ic, qui coûtent très cher, ou à mettre des fleurs dans les parcs. Rendre les transports gratuits est une extension de cette logique" (source 1) Il a aussi donné l'exemple des écoles. Même si les écoles sont chères à diriger le gouvernement le fait. Alors le gouvernement doit payer pour les transports parce qu'ils sont aussi un service pour tous.

En résumé, les transports publiques doivent être gratuits. Le transport est un service public et beaucoup de gens le prennent chaque jour. De plus, c'est mieux pour l'environnement quand moins de gens conduisent et plus de gens prennent le bus. ~~Donc~~ ~~il voudrait~~ Rendre le transport public gratuit, c'est une façon ~~d'encourager~~ d'encourager les gens de prendre le transport. Donc il voudrait mieux que le gouvernement le fasse.

Page 6

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Q5399/6

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

D'apres moi, je crois que la gratuite des transports publics pourrait changer le monde pour le meilleur! En France (et partout dans le monde), il y a des nombreusse gens qui sont pauvre. Leur vie peut changer. Premierement, les gens qui n'avaient pas de argent peut rendre les transports publics gratuits. comme l'indique l'article " La gratuité des transports publics est une vraie bonne idée", " les villes d'Aubagne et Chateauroux " a " une taxe de 1,8 %." parce que les transport gratitude. Oui, c'est tres haute mais, on peut proposer de impots les riches! Tout l'argent va a les gens qui ne peut pas payé pour transportation. Aussi, un autte point, avec moins de voitures et plus gens utilisent maintenant le metro (12% comme l'indique l'infographie). et le bus, on peut reduire le rechaufement de le monde. le change climat est tres importante et cette idee pourrait ameliorer notre vie dans la futur. Ensuit, comme l'indique l'audio de "Le monde" on dit que c'est meilleur et ecologique pour utuliser le bus ou autre transports publiques. malherreusement, au jourdhui, trop de citées en France n'avoir pas

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Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

transport gratuit. "68%" prendre leur voiture qui aider le rechaufement de le monde. ,non tout, mais, majorité de voitures utulise le gaz et c'est mauvais pour notre enviarment. Avec les transports gratuites (especialment pour les gens qui sont pauvre) nous pouvons enanger le monde pour le meilleur. J'ai entend que ce ne pas ideal pour posser les impots a les gens riche, mais pour notre futur et pour aider les gen pauvre, C'est le meilleur choix. En condusion, tout en tout, je pense que la gratüite des transports publics est une vrai bonne idée.

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0020073

Q5399/4

Task 2 - Sample 2C

● **Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ○

Task 2: Argumentative Essay ●

Begin your response to each task at the top of a new page. Do not skip lines.

La debaté uwec la transportation est la majoré a la population considérer est gratuite, en réalité est ne pas. La traffic est consequences par exemple, la source numéro deux, "I'impact environnemental est 15%, plus la popularité à modes meux est la voiture, la meux financement, la meux la pollution. La l'atmosphere dans la transports est contaminatión et deforestión comme ont la système et conséquente de leur nature. Aussi, source numero un la articlé, "... français ont motré que la suppression de la traque à la fraude améliore l'atmophere dans les transports et apaise les tensions". la augumanter informations des les raisons a transport moins polluant a l'atmospher et la salaire charge prise a meux ent vehicule budget. Il approximente la population, et la politiques ne pas le accès à l'éducation et la Financer lac services a population extension homme decident la budget a transportation avoir résultats. Beacoup la salariale diffulté besoins individuels et travaille. Mon choix est la transport la chance ost la marche et le velo, beacoup raisons accompagne la polluant. MON opinion est ne pas la traffic, et la transportation est la raison pour la atmosphere, et la system, la l'ecole est adéquate la progresivé a acheter. La transportation est gratuits ne pas, ouí est bonne idée, ensuite est ne pas la suppresion ont la l'atmosphere et la usage avoir largement la expansion a temps. Et va commence mais ne existé Population et travaille. En realite, nous comme la temp mais importanté être acheter et est gratuite.

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Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task assessed writing in the presentational communicative mode by having the student write an argumentative essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources (an article and an infographic). Then they listened to the one audio source. Afterward, they had 40 minutes to write the essay. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the three sources and then to present their different viewpoints. In addition, they also had to present their own viewpoint and defend it thoroughly and coherently, using information from all of the sources to support the argument. As they referred to the sources, they had to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the argumentative essay was Contemporary Life. Students had to write an argumentative essay on whether or not public transportation should be free. Students needed to support their response with evidence taken from the following sources:

- An article entitled "Jean-Louis Sagot-Duvauroux, Philosopher: 'Free Public Transportation Is a Truly Good Idea.'" The article consists of an interview with the French intellectual Jean-Louis Sagot-Duvauroux, who states that free public transportation is a good idea. He begins by commenting that school was not always free, but that today no one would contest the idea of free school. He continues by observing that public money pays for various public works, so making public transportation free is simply an extension of this logic. He adds that several communities have achieved positive results by making public transportation free. When the interviewer points out this would entail tax increases, Mr. Sagot-Duvauroux concedes that towns that decide to make public transport free do indeed need to find the means to do so. Mr. Sagot-Duvauroux speaks of the towns in France that implemented a tax on companies with more than nine employees that allowed them to increase the cost-effectiveness of transport. He continues by pointing out that granting free public transportation to young people could popularize the idea that it is a right. The interviewer expresses concern that free public transportation could increase cases of incivility on trains and busses. Mr. Sagot-Duvauroux answers that with free public transportation, there is no more ticket dodging and thus no need for ticket inspections. In addition, examples in France have shown that doing away with hunting down ticket dodgers makes for a better experience for commuters.

- An infographic entitled "The French and Their Transportation Budget," which represents the popularity of different forms of transportation in France (for example, cars and carpooling, the subway, etc.), the incentives for people to adopt a less polluting form of transportation (for example, money from employers toward vehicle upkeep, bike lanes, etc.), and the criteria for people's choice of transportation (for example, cost, security, etc.).

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Question 2 (continued)

- An interview entitled "Is It a Good Thing to Make Transportation Free?" In the interview, Joséfa Lopez, journalist for *Le Monde*, explains that free public transportation is not a good idea. The first problem she mentions is that free public transportation both deprives cities of revenue and creates additional costs, such as the need to purchase more buses. In many cities, companies pay for these costs through a special transportation tax. A second problem is that free public transportation does not necessarily help the environment. The elderly and younger school children, who already regularly take public transportation, end up using it more when it is free, both for trips they wouldn't have taken before and for trips they would have made by bike or on foot. In addition, drivers rarely give up their cars. One solution to increase the use of public transportation while ensuring that cities do not lose money is to lower the price of public transportation rather than make it free.

Sample: 2A
Score: 5

This response demonstrates a strong performance in Presentational Writing. The response demonstrates effective treatment of the topic within the context of the task ("*… les transports publiques doivent être gratuits*"; "*Alors le gouvernment doit payer pour les transports parce qu'ils sont aussi un service pour tous*"). It also demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies ("*De nos jours, les gens doivent aller des places au tours du monde. Quelques personnes y vont à pieds. Les autres y conduisent. Mais beaucoup de gens utilisent les transports publiques, comme le bus ou le métro*"). It integrates content from all three sources in support of an argument ("*En France, 31% de la population prennent le bus, le métro ou le TER/TGV (Source 2)*"; "*Cela peut créér un coût d'argent dans les villes car quelqu'un doit payer ces coûts (Source 3)*"; "*De plus, l'argent publique doit financer beaucoup de services publiques. Sélon Jean-Louis Sagot-Deveroux philosophe français, 'l'argent publique sert à financer les services de voirie, qui coûtent très cher, ou à mettre des fleurs dans les parcs. Rendre les transports gratuits est une extension de cette logique' (Source 1)*"). Furthermore, the response presents and defends the student's own position on the topic with a high degree of clarity; it develops an argument with coherence and detail ("*Pour encourager les gens d'utiliser les transports publiques, il faut que ces transports soient gratuits et cela va améliorer la vie quotidienne des gens*"). It is organized and makes effective use of transitional elements and cohesive devices ("*Tout d'abord*"; "*Donc*"; "*De plus*"; "*En résumé*"). The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility ("*C'est éfficace et mieux pour la santé environnementale, mais cela peut avoir des couts grands pour les gens*"). It contains varied and appropriate vocabulary and idiomatic language ("*Tout d'abord, beaucoup de gens utilisent le transport public chaque jour*"; "*Quelques gens disent que le transport public gratuit n'est pas vraiment gratuit. Les villes qui ont décidé d'avoir le transport public gratuit (par exemple, Ghent, Belgique) voient qu'il existe des coûts indirects*"). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors ("*Même si les écoles sont chères a diriger le gouvernement le fait. Alors le gouvernement doit payer pour les transports parce qu'ils sont aussi un service pour tous*"). Finally, it contains paragraph-length discourse consisting of a mixture of simple, compound, and some complex sentences ("*Le transport est un service public et beaucoup de gens le prennent chaque jour. De plus, c'est mieux pour l'environnement quand moins de gens conduisent et plus de gens prennent le bus. Rendre le transport public gratuit, c'est une façon d'encourager les gens de prendre le transport*").

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Question 2 (continued)

Sample: 2B
Score: 3

This response demonstrates a fair performance in Presentational Writing. It demonstrates a suitable treatment of the topic within the context of the task ("*On peut reduire le rechaufement de le monde. le change climat est tres importante et cette idee pourrait ameliorer notre vie dans la futur*"; "*Avec les transports gratuites (especialement pour les gens qui sont pauvre) nous pouvons changer le monde pour le meilleur*"). It also shows a moderate degree of comprehension of the sources' viewpoints and includes some inaccuracies ("*Premierement, les gens qui n'avaient pas de argent peut rendre les transport publics gratuits! comme l'indique l'article*"; "*...12% maitenaint comme l'indique l'infographie*"; "*Ensuit, comme l'indique l'audio de 'Le monde'...*"). It summarizes content from at least two sources in support of an argument ("*Comme l'indique l'article...*"; "*Ensuit, comme l'indique l'audio de 'Le monde' on dit que c'est meilleur et ecologique pour utiliser le bus ou autre transports publiques*"). It also presents and defends the student's own position on the topic while developing an argument with some coherence ("*D'apres moi, je crois que la gratuite des transports publics pourrait changer le monde pour le meilleur*"; "*Il y a des nombreusse gens qui sont pauvre. Leur vie peut changer*"). There is evidence of some organization with two paragraphs ("*D'apres moi, je crois que...*"; "*Avec les transports gratuites...*") and limited use of transitional elements or cohesive devices ("*mais*"; "*Premierement*"; "*Aussi, un autre point*"; "*En conclusion*"). It is generally understandable, with errors that may impede comprehensibility ("*les gens qui n'avaient pas de argent peut rendre les transports publics gratuits*"; "*parce que les transport gratitude*"; "*le change climat est tres importante*"; "*Malheurreusement, au jourdhui, trop de citeés en France n'avoir pas transport gratuit*"). The response contains appropriate but mainly basic vocabulary and idiomatic language ("*Nous pouvons changer le monde pour le meilleur*"). The response demonstrates some control of grammar, syntax, and usage ("*Leur vie peut changer*"; "*je pense que la gratuite des transports publics est une vrai bonne idée*"). Finally, it consists mostly of strings of simple sentences, with a few compound sentences.

Sample: 2C
Score: 1

This response demonstrates a poor performance in Presentational Writing. There is almost no treatment of the topic within the context of the task. It demonstrates poor comprehension of the sources' viewpoints ("*...la source numéro deux, l'impact environnemental est 15%, plus la popularité à modes meux est la voiture...*"). The response often simply repeats fragments from the sources ("*Aussi, source numero un la article, '...français ont motré que la suppression de la traque à la fraude améliore l'atmophere dans les transports et apaise les tensions'*") and does not refer to the audio. It minimally suggests the student's own position on the topic, but the argument is undeveloped and incoherent ("*La debaté avec la transportation est la majorié a la population considérer est gratuite, en realité est ne pas*"; "*Mon choix est la transport…*"). There is little or no organization and some transitional elements are added to the beginning of incomplete phrases ("*Aussi, source numero un la article*"; "*En realite*"). The response is barely understandable, with frequent or significant errors that impede comprehensibility ("*La traffic est consequences Par exemple...*"; "*La l'atmosphere dans la transports est contamination et deforestation...*"; "*..et la saboire charge prise a meux ont vehicule budget*"). Furthermore, it uses very few comprehensible vocabulary resources ("*…la l'ecole est adéquate la*

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Question 2 (continued)

progresivé a acheter"). There is little to no control over grammar and syntax ("*Il approximenté la population, et la politiques ne pas le accès à l'éducation et la financer las services a population extension bonne decident la budget a transportation avoir résultats*"). Finally, the response only contains simple sentences or fragments ("*Beaucoup la salariole diffulté besoing individuels et travaille*").

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